








Standards		Lessons	Teacher Notes														
Standards with Red Keys are priority standards.																	
 4.NF.1 - Explain why a fraction a/b is equivalent to a fraction $(n \times a)/(n \times b)$ by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions. Learning Targets: I can compare and contrasts visual fraction models representing equivalent fractions. I can identify and create equivalent fractions.	★	<i>To address the KCAS Standards, the following should be included in instruction:</i> Math Investigations: Unit 2 <ul style="list-style-type: none">1.3-1.42.1-2.5 Unit 6 <ul style="list-style-type: none">1.1-1.8, 1.8A2.1-2.7A															
 4.NF.2 - Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as $1/2$. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual fraction model. Learning Targets: I can compare two fractions with different numerators and denominators by creating common denominators or numerators or by comparing to a benchmark fraction. I can explain that comparisons of fractions are valid only when the fractions refer to the same whole. I can use $>$, $=$, and $<$ symbols to record my comparisons of fractions and justify my conclusions.	★	GAP LESSON 4.NF.3 Clock Fractions Math Fraction Regrouping 4.NF.5 Sums of 1 Vocabulary place value, greater than, less than, equal to, comparisons, compare, round, partition, fraction, unit fraction, equivalent, equivalent fraction, denominator, numerator, benchmark fraction, common denominators, line plot, time, money, decimal http://www.amathsdictionaryforkids.com/	KCAS Note 4.NF.2: To meet this standard, require students to use the comparison symbols when comparing numbers.														
 4.NF.3 - Understand a fraction a/b with $a > 1$ as a sum of fractions $1/b$. Learning Targets: <ul style="list-style-type: none">I can add fractions that refer to the same whole. I can subtract fractions that refer to the same whole.I can decompose a fraction into a sum of fractions with the same denominator in more than one way.I can use my strategies to add mixed numbers with like denominators. I can use my strategies to subtract mixed numbers with like denominators.I can use my strategies to solve word problems involving addition of fractions that refer to the same whole and have like denominators. I can use my strategies to solve word problems involving subtraction of fractions that refer to the same whole and have like denominators.	★	<table border="1"><thead><tr><th colspan="2">Formative Assessments Opportunities</th></tr></thead><tbody><tr><td>4.NF.1</td><td></td></tr><tr><td>4.NF.2</td><td></td></tr><tr><td>4.NF.3</td><td></td></tr><tr><td>4.N F.5</td><td></td></tr><tr><td>4.MD.2</td><td></td></tr><tr><td>4.MD.4</td><td></td></tr></tbody></table>	Formative Assessments Opportunities		4.NF.1		4.NF.2		4.NF.3		4.N F.5		4.MD.2		4.MD.4		KCAS Note 4.NF.3: When teaching the Gap Lesson Math Fraction Regrouping , students are only required to add and subtract mixed numbers with like denominators.
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 4.NF.5 - Express a fraction with denominator 10 as an equivalent fraction with denominator 100, and use this technique to add two fractions with respective denominators 10 and 100. Learning Targets: I can express a fraction with a denominator of 10 as an equivalent fraction with a			KCAS Note 4.NF.5: When working with decimals, have students write decimals in fraction format.														

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denominator of 100. I can add two fractions when one of the fractions has a denominator of 10 and the other has a denominator of 100.	★		
 4.MD.2- Use the four operations to solve word problems involving distances, intervals of time, liquid volume, masses of objects, and money including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale. Learning Targets: I can use the four operations to solve word problems involving intervals of time. I can use the four operations to solve word problems involving money.	★		
4.MD.4- Make a line plot to display a data set of measurements in fractions of a unit ($\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$). Solve problems involving addition and subtraction of fractions by using information presented in line plots. Learning Targets: I can make a line plot that displays measurements including fractions of a unit   I can solve addition and subtraction problems involving fractions using information from a line plot.	★		KCAS Note 4.MD.4: Instead of gathering data for Unit 2 sessions 1.3-1.4 use the data provided for the heights of first and fourth graders. DATA for 1st Graders DATA for 4th Graders